



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2007 (Reports Revised October 2007)
ID: 12541747
District: MSAD 60
School: Vivian E Hussey Primary

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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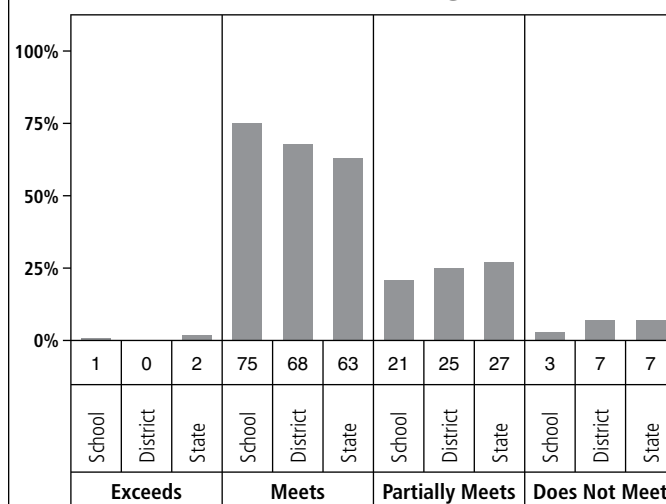
SUMMARY OF SCORES

Date: March 2007
Grade: 3
District: MSAD 60
School: Vivian E Hussey Primary

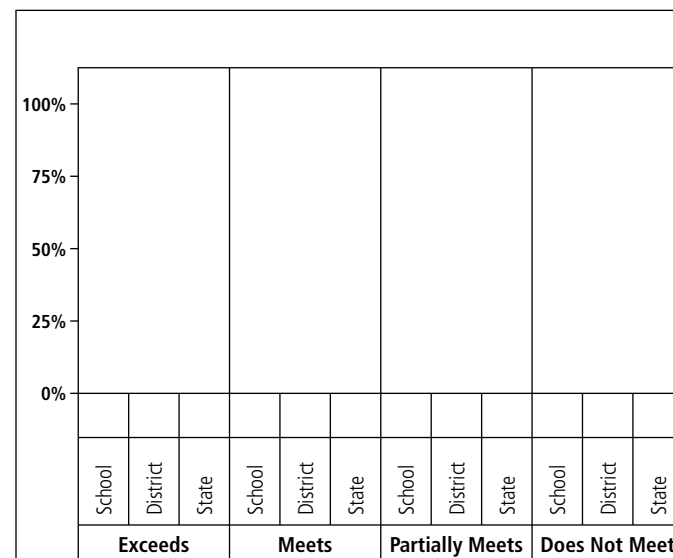
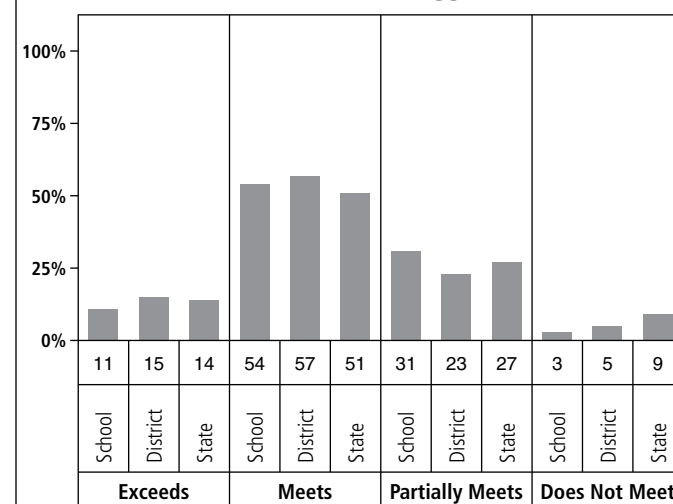
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading			
2005–2006	342	343	345
2006–2007	345	345	345
Cum. Avg. *	344	344	345
Mathematics			
2005–2006	345	345	344
2006–2007	347	349	347
Cum. Avg. *	346	347	345

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 3
 District: MSAD 60
 School: Vivian E Hussey Primary

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
								ELA-Reading						Mathematics																	
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		91	100	215	100	14114	100	90	99	214	100	14000	99	90	99	214	100	14001	99												
Ethnicity	African American	1	1	3	1	374	3	1	100	3	100	367	98	1	100	3	100	370	99												
	American Indian/Native Alaskan	0	0	0	0	94	1	0	0	0	0	93	99	0	0	0	0	93	99												
	Asian/Pacific Islander	1	1	2	1	252	2	1	100	2	100	246	98	1	100	2	100	249	99												
	Hispanic	2	2	4	2	179	1	2	100	4	100	173	97	2	100	4	100	173	97												
	White	87	96	206	96	13196	93	86	99	205	100	13121	100	86	99	205	100	13116	99												
	Not Reported	0	0	0	0	19	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability		19	21	49	23	2445	17	18	95	48	98	2425	99	18	95	48	98	2422	99												
Current LEP		0	0	3	1	339	2	0	0	3	100	326	96	0	0	3	100	332	98												
Economically disadvantaged		29	32	77	36	5495	39	28	97	76	99	5447	99	28	97	76	99	5448	99												
Migrant		0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	62	68	149	69	11043	78	63	69	151	70	11094	79												
Identified disability (PET/IEP)	5	8	9	6	602	5	5	8	9	6	627	6												
LEP	0	0	3	2	162	1	0	0	3	2	169	2												
504 plan	0	0	0	0	99	1	0	0	0	0	101	1												
Participation with accommodations	25	27	61	28	2782	20	24	26	59	27	2747	19												
Identified disability (PET/IEP)	10	40	35	57	1659	60	10	42	35	59	1639	60												
LEP	0	0	0	0	156	6	0	0	0	0	162	6												
504 plan	0	0	0	0	59	2	0	0	0	0	57	2												
Other	15	60	26	43	936	34	14	58	24	41	915	33												
Participation through alternate assessment (PAAP)	3	3	4	2	168	1	3	3	4	2	160	1												
Identified disability (PET/IEP)	3	100	4	100	164	98	3	100	4	100	156	98												
LEP	0	0	0	0	1	1	0	0	0	0	1	1												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	7	0																		
Approved non-participation – special consideration	0	0	0	0	10	0	0	0	0	0	11	0												
Non-participation – other	1	1	1	0	104	1	1	1	1	0	102	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 3
District: MSAD 60
School: Vivian E Hussey Primary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006 2006-2007 Cum. Avg.	0	0	3	2	352	3
		1	1	1	0	332	2
		1	1	2	1	342	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006 2006-2007 Cum. Avg.	36	53	116	58	8641	62
		65	75	143	68	8691	63
		51	65	130	63	8666	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006 2006-2007 Cum. Avg.	27	40	61	31	3671	27
		18	21	52	25	3781	27
		23	29	57	28	3726	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006 2006-2007 Cum. Avg.	5	7	19	10	1163	8
		3	3	14	7	1021	7
		4	5	17	8	1092	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	28.8	62.6	28.1	61.1	28.0	60.9
Literary Text	28	61	18.5	66.1	18.1	64.6	17.9	63.9
Informational Text	18	39	10.3	57.2	10.1	56.1	10.1	56.1

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 3
 District: MSAD 60
 School: Vivian E Hussey Primary

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	87	1	1	65	75	18	21	3	3	345	210	0	68	25	7	345	13825	2	63	27	7	345
Ethnicity																						
African American	1										3						360	1	40	34	25	338
American Indian/Native Alaskan	0										0						93	0	52	39	10	342
Asian/Pacific Islander	1										2						241	2	68	22	8	345
Hispanic	2										4						168	0	50	33	17	341
White	83	1	1	61	73	18	22	3	4	345	201	0	67	26	7	345	12963	3	64	27	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	6	40	7	47	2	13	340	44	0	30	50	20	338	2261	0	33	46	21	338
No	72	1	1	59	82	11	15	1	1	347	166	1	78	18	3	346	11564	3	69	24	5	346
Limited English proficient students																						
Current LEP in first year	0										0						4					
Current LEP beyond first year	0										3						314	0	35	34	31	336
Economically disadvantaged																						
Yes	27	0	0	18	67	6	22	3	11	343	74	0	55	30	15	342	5360	1	50	36	13	342
No	60	1	2	47	78	12	20	0	0	347	136	1	75	22	2	346	8465	3	71	22	4	347
Migrant																						
Yes	0										0						4					
No	87	1	1	65	75	18	21	3	3	345	210	0	68	25	7	345	13821	2	63	27	7	345
Gender																						
Female	47	1	2	39	83	7	15	0	0	347	109	1	77	16	6	346	6861	3	67	24	6	346
Male	40	0	0	26	65	11	28	3	8	344	101	0	58	35	7	344	6964	1	59	31	9	344
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										25	0	32	40	28	338	2092	0	36	48	15	339
No	87	1	1	65	75	18	21	3	3	345	185	1	73	23	4	346	11733	3	68	24	6	346
Gifted/talented program																						
Yes	0										0						174	16	83	1	0	355
No	87	1	1	65	75	18	21	3	3	345	210	0	68	25	7	345	13651	2	63	28	7	345

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 3
 District: MSAD 60
 School: Vivian E Hussey Primary

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	3 92 5 0	0 1 0 0	0 1 0 0	0 61 4 0	0 76 100 0	2 16 0 0	67 20 0 0	1 2 0 0	33 3 0 0	334 346 346 346	2 89 7 2	0 1 0 0	0 73 43 25	80 22 43 25	20 5 14 50	335 346 339 334	5 80 12 3	1 3 2 0	41 66 60 30	40 26 29 41	18 6 9 29	340 346 344 336
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	20 52 19 8	1 0 0 0	6 0 0 0	11 35 12 5	65 80 75 71	4 8 3 2	24 18 19 29	1 1 1 0	6 2 6 0	347 346 345 344	21 52 18 9	2 0 0 0	60 75 58 68	30 18 33 32	7 8 8 0	345 345 343 344	27 49 16 8	4 2 1 0	63 69 57 45	26 24 33 39	8 5 9 16	346 346 343 340
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	36 57 6 1	1 0 0 0	3 0 0 0	23 35 4 0	77 74 80 0	6 10 1 0	20 21 20 0	0 2 0 1	0 4 0 100	347 345 348 330	42 46 10 2	1 0 0 0	71 71 55 0	19 26 35 75	9 3 10 25	345 345 343 337	42 46 9 2	4 2 1 0	67 63 51 30	22 29 38 48	7 7 10 22	346 345 342 337
How hard was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	23 53 23	0 1 0	0 2 0	12 38 15	60 83 75	6 7 4	30 15 20	2 0 1	10 0 5	342 347 345	21 52 27	0 1 0	56 73 70	37 21 20	7 5 11	342 346 344	22 55 23	1 3 2	50 69 62	36 24 28	13 5 9	342 346 344
How hard were the reading passages on this test? A. Most of the passages were harder than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	18 44 39	0 0 1	0 0 3	9 30 25	60 81 76	6 6 5	40 16 15	0 1 2	0 3 6	343 345 347	20 49 30	0 0 2	48 71 79	43 22 15	10 7 5	341 345 347	20 49 32	0 2 4	38 68 70	45 25 20	16 5 5	340 346 347
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	20 48 22 9	1 0 0 0	6 0 0 0	10 32 15 6	59 78 79 75	5 9 3 1	29 22 16 13	1 0 5 1	6 0 5 13	345 346 345 343	24 47 17 12	2 0 0 0	62 74 71 50	26 21 23 38	10 4 6 13	343 346 345 343	19 47 19 15	4 3 1 1	65 68 59 51	25 24 32 35	7 5 8 14	346 346 344 342
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	27 21 51	0 0 1	0 0 2	15 14 33	65 78 77	7 4 7	30 22 16	1 0 2	4 0 5	344 345 346	35 23 42	0 0 1	69 74 64	23 21 28	8 4 7	345 345 344	26 23 51	2 2 3	57 64 66	32 27 25	10 7 6	343 345 346
Optional school/district question A. B. C. D.	0 0 0 0										67 33 0 0	0 0 0 0	50 0 0 100	50 0 0 0	0 0 0 0	342 336 342 336						

MATHEMATICS RESULTS

Date: March 2007
Grade: 3
District: MSAD 60
School: Vivian E Hussey Primary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	3	4	17	9	1295	9
	2006-2007	10	11	31	15	1985	14
	Cum. Avg.	7	9	24	12	1640	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	40	59	111	56	6852	49
	2006-2007	47	54	120	57	6990	51
	Cum. Avg.	44	56	116	56	6921	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	21	31	54	27	4081	29
	2006-2007	27	31	49	23	3673	27
	Cum. Avg.	24	30	52	25	3877	28
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	4	6	17	9	1638	12
	2006-2007	3	3	10	5	1193	9
	Cum. Avg.	4	5	14	7	1416	10

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	7.1	47.3	7.7	51.3	7.7	51.3
Cluster 2: Shape and Size	14	29	11.2	80.0	11.3	80.7	10.5	75.0
Cluster 3: Mathematical Decision Making	5	10	3.2	64.0	3.3	66.0	3.3	66.0
Cluster 4: Patterns	14	29	9.7	69.3	10.0	71.4	9.8	70.0

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 3
 District: MSAD 60
 School: Vivian E Hussey Primary

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	87	10	11	47	54	27	31	3	3	347	210	15	57	23	5	349	13841	14	51	27	9	347
Ethnicity																						
African American	1										3						367	6	28	37	28	335
American Indian/Native Alaskan	0										0						93	4	42	40	14	340
Asian/Pacific Islander	1										2						247	16	51	22	11	347
Hispanic	2										4						168	7	42	32	20	339
White	83	10	12	46	55	24	29	3	4	347	201	14	58	23	5	349	12966	15	51	26	8	347
Not Reported	0										0						0					
Identified disability																						
Yes	15	1	7	4	27	9	60	1	7	339	44	7	34	48	11	339	2266	6	34	39	21	338
No	72	9	13	43	60	18	25	2	3	348	166	17	63	17	3	351	11575	16	54	24	6	349
Limited English proficient students																						
Current LEP in first year	0										0						10	0	30	30	40	326
Current LEP beyond first year	0										3						321	4	28	34	34	333
Economically disadvantaged																						
Yes	27	4	15	9	33	12	44	2	7	343	74	11	49	32	8	344	5371	7	44	34	14	342
No	60	6	10	38	63	15	25	1	2	348	136	17	62	18	3	351	8470	19	54	22	5	350
Migrant																						
Yes	0										0						4					
No	87	10	11	47	54	27	31	3	3	347	210	15	57	23	5	349	13837	14	51	27	9	347
Gender																						
Female	47	4	9	26	55	15	32	2	4	345	109	11	58	25	6	347	6865	14	50	27	9	347
Male	40	6	15	21	53	12	30	1	3	348	101	19	56	22	3	350	6976	14	51	26	9	347
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										25	8	60	24	8	344	2098	3	37	43	17	338
No	87	10	11	47	54	27	31	3	3	347	185	16	57	23	4	349	11743	16	53	24	7	348
Gifted/talented program																						
Yes	0										0						174	63	34	3	0	366
No	87	10	11	47	54	27	31	3	3	347	210	15	57	23	5	349	13667	14	51	27	9	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 3
 District: MSAD 60
 School: Vivian E Hussey Primary

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	3	100	0	0	333	2	0	0	80	20	328	5	7	38	34	21	339
B. less than one hour	92	10	13	45	56	23	29	2	3	347	89	17	60	22	2	350	80	16	52	26	6	348
C. one to two hours	5	0	0	2	50	1	25	1	25	343	7	0	43	21	36	337	12	12	50	28	10	346
D. more than two hours	0										2	0	50	50	0	339	3	3	26	34	37	332
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	30	4	15	14	54	7	27	1	4	348	31	25	52	19	5	351	37	20	52	22	6	350
B. They match some of what I have learned.	51	5	11	24	55	15	34	0	0	347	45	10	66	24	0	350	44	13	54	26	7	347
C. They match just a little of what I have learned.	14	0	0	6	50	4	33	2	17	338	16	3	52	30	15	340	13	8	45	34	13	342
D. There is no match.	5	1	25	2	50	1	25	0	0	355	8	29	35	24	12	348	6	5	30	40	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	30	6	24	12	48	7	28	0	0	352	36	26	50	21	3	352	40	21	50	21	8	349
B. good	50	3	7	22	54	15	37	1	2	345	45	9	62	24	4	347	46	12	53	28	7	347
C. fair	20	1	6	9	56	4	25	2	13	342	17	9	56	26	9	344	12	6	46	36	11	342
D. poor	0										2	0	40	40	20	338	2	3	31	40	26	336
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	14	0	0	6	50	6	50	0	0	341	15	3	55	39	3	344	15	5	38	38	19	339
B. about the same as my regular schoolwork	64	6	11	32	58	16	29	1	2	347	58	13	61	23	4	348	56	15	54	25	6	348
C. easier than my regular schoolwork	22	4	21	8	42	5	26	2	11	348	27	26	49	18	7	351	29	18	51	23	7	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	30	2	8	12	46	9	35	3	12	342	42	9	55	26	9	345	32	11	47	32	11	344
B. two or three days a week	34	4	14	14	48	11	38	0	0	347	29	20	51	28	2	350	32	17	53	24	6	349
C. two or three times each month	30	2	8	19	73	5	19	0	0	349	22	15	70	13	2	352	27	18	54	22	6	350
D. never	6	1	20	2	40	2	40	0	0	348	6	15	62	23	0	351	9	9	44	32	14	343
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	0	0	3	100	0	0	333	9	16	42	26	16	344	7	4	33	43	20	337
B. two or three days a week	33	2	7	18	64	6	21	2	7	345	32	8	64	23	6	347	20	11	51	29	9	346
C. two or three times each month	52	8	18	24	53	13	29	0	0	350	43	22	55	21	1	352	46	19	54	21	5	350
D. never	12	0	0	4	40	5	50	1	10	338	16	9	53	31	6	345	27	11	49	29	11	345
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	12	0	0	7	70	3	30	0	0	344	14	4	61	25	11	344	15	7	41	38	14	341
B. 30–45 minutes	34	4	14	15	52	8	28	2	7	345	29	14	56	25	5	348	31	13	53	27	7	347
C. 45–60 minutes	40	4	12	21	62	9	26	0	0	349	31	17	61	19	3	350	32	18	53	22	6	349
D. more than 60 minutes	15	2	15	3	23	7	54	1	8	345	27	20	52	25	4	350	22	17	50	24	9	348
Optional school/district question																						
A.	0										67	0	100	0	0	346						
B.	0										33	0	0	100	0	332						
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
 N = Number